

The Effectiveness of Digital Technology in Increasing Interest in Learning Indonesian in Elementary Schools

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ABSTRACT

This study is a qualitative study with a descriptive approach, namely an approach that aims to analyze each main object in this study using descriptive sentences. The main objects in this study include Digital Technology, Learning Interest, and Indonesian. The data used in this study is secondary data obtained indirectly through scientific articles, magazines, books, journals, and so on. The data mentioned by the researcher was analyzed through the stages of data collection, data reduction, data selection, and drawing conclusions. The conclusion in this article show interest can be fostered through enjoyment and in line with psychological development. In today's digital age, children's psychological development also coexists with digital technology. Children can enjoy watching cartoons on digital media, playing games, and so on. This enjoyment should be guided in the right direction, namely by learning Indonesian using digital technology. Teachers and students involved in the learning process will be encouraged to use digital technology systems if they believe they will benefit them. Learning activities and digital technological advancements are inseparable, although this can have both positive and detrimental impacts. For students to benefit from digital technological advancements, positive thinking is necessary.

Keywords: Digital Technology, Learning, Elementary Schools

ABSTRAK

Penelitian ini merupakan studi kualitatif dengan pendekatan deskriptif yaitu pendekatan yang bertujuan untuk menganalisis setiap objek utama dalam penelitian ini dengan menggunakan kalimat deskriptif. Objek utama dalam penelitian ini antara lain Teknologi Digital, Minat Belajar, dan Bahasa Indonesia. Data yang digunakan dalam penelitian ini adalah data sekunder yang diperoleh secara tidak langsung melalui artikel ilmiah, majalah, buku, jurnal, dan lain sebagainya. Data yang disebutkan oleh peneliti dianalisis melalui tahapan pengumpulan data, reduksi data, pemilihan data, dan penarikan kesimpulan. Kesimpulan dalam artikel ini menunjukkan minat dapat dipupuk melalui kesenangan dan sejalan dengan perkembangan psikologis. Di era digital saat ini, perkembangan psikologis anak juga hidup berdampingan dengan teknologi digital. Anak-anak dapat menikmati menonton kartun di media digital, bermain *game*, dan lain sebagainya. Kenikmatan ini harus dipandu ke arah yang benar, yaitu dengan belajar bahasa Indonesia menggunakan teknologi digital. Guru dan siswa yang terlibat dalam proses pembelajaran akan didorong untuk menggunakan sistem teknologi digital jika mereka yakin akan bermanfaat bagi mereka. Kegiatan pembelajaran dan kemajuan teknologi digital tidak dapat dipisahkan, meskipun hal ini dapat berdampak positif dan merugikan. Agar siswa mendapat manfaat dari kemajuan teknologi digital, pemikiran positif diperlukan.

Kata kunci: Teknologi Digital, Pembelajaran, Sekolah Dasar

INTRODUCTION

Etymologically, interest is defined as the effort and desire to learn and seek something. Terminologically, interest is a desire, liking, and craving for something. Interest in learning is a deep-seated tendency of a person's soul, characterized by feelings of pleasure and a strong desire to read without coercion (Firmansyah & Solihat, 2022). Interest in learning requires comprehensive attention and a feeling of enjoyment in reading. Furthermore, interest in learning is accompanied by feelings of enjoyment in learning activities.

According to (Pasaribu, 2017) interest in learning is an individual's awareness of learning, which stems from their own drive and is supported by their environment. Children who learn with interest will better understand what they read because they will study wholeheartedly. For students to understand the meaning of reading, a strong interest in learning is needed. Interest reflects a person's attitude when they want something. Interest is closely related to feelings, therefore, doing an activity under duress can diminish that person's interest, including reading. Interest can foster a sense of joy when it is done, and conversely, if it cannot be done, it will lead to disappointment.

According to (Meity 2014:9) Interest is something that is very important for someone in carrying out activities well, as a psychological aspect, interest can not only color a person's behavior, but more than that, interest encourages someone to do an activity and causes someone to pay attention and be willing to be tied to an activity. In line with what was stated above, it is valid to say that interest is "a high tendency and passion or a great desire for something". According to (Friantini, 2019) interest is attention that contains elements of feeling. Salahudin's statement above provides an understanding that interest is related to feelings of pleasure or displeasure. Therefore, interest is very important in determining the attitude that causes someone to be active in a job or situation, or in other words, interest can be a cause or motivating factor for an activity. Several other experts have also explained the meaning of interest. According to (Ricardo, 2017) interest is a state of someone paying attention to something, which is accompanied by a desire to know, possess, learn, and prove. Interest is formed after obtaining information about an object or desire, accompanied by the involvement of feelings directed at a particular activity object, and is formed by the environment.

According to (Sirait, 2021), the aspects contained in interest include: a) Interest in the surrounding environment, namely interest in jobs related to nature, animals, and plants. b) Mechanical interest, namely interest in jobs related to machines or mechanical tools. c) Interest in science, namely interest in finding new facts and solving problems. d) Interest in calculating, namely interest in jobs that require calculations. e) Persuasive interest, namely interest in jobs related to influencing others.

Based on this, learning interest can be increased through any instrument, including digital technology. The digital economy is a new phenomenon that plays a significant role and is estimated to contribute multiple digits to annual economic growth worldwide, with the most rapid development occurring in (Adisti Diva Fahira,

2010). The driving factors behind this phenomenon are not only economic and political, but also the contribution of technological innovation. In the 1990s, economic change was primarily associated with the emergence of the internet, and to this day it remains the foundation for the growth of the digital economy. However, during the 2000s and 2010s, information and communication technology (ICT) has spread and supported economic change, thus contributing to the growing development of the digital economy. (6 des folder, defining concept). Technological developments have also created a set of digital capabilities, including: potential activities that organizations or individuals need to undertake with the aim of mastering digital systems within the context of the environment in which they operate (Komalasari et al., 2020). These include datafication (the expansion of phenomena related to stored data), digitization (the conversion of all analog information values into digital ones), virtualization (physical processes have moved out of the local context and into a global context), and generativity (the use of technology and data by previously unprepared systems through reprogramming and recombination) (Wardana et al., 2024). The impact of any technology can be understood as a product of the scale of its diffusion and the depth of its effects (Candrakanta, 2023). With rapid diffusion—including in developing countries—and increasingly deep effects with increasingly powerful capabilities, the impact of digital technology on the economy is growing rapidly. Therefore, this research aims to improve the effectiveness of the use of digital technology in increasing interest in learning Indonesian in elementary schools in Indonesia.

RESEARCH METHODS

This study aims to analyze the effectiveness of digital technology in increasing interest in learning Indonesian among elementary school students in Indonesia (Manzilati, 2017). This study is a qualitative study with a descriptive approach, namely an approach that aims to analyze each main object in this study using descriptive sentences (Cosmas, 2020). The main objects in this study include Digital Technology, Learning Interest, and Indonesian (Sugiyono, 2019). The data used in this study is secondary data obtained indirectly through scientific articles, magazines, books, journals, and so on (Abdurahman, 2016). The data mentioned by the researcher was analyzed through the stages of data collection, data reduction, data selection, and drawing conclusions.

RESULT AND DISCUSSION

Interest in Learning and Digital Technology

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The Effectiveness of Digital Technology in Increasing Interest in Learning Indonesian in Elementary Schools

The word effective comes from the English word effective, which means successful, something that is done well. The Big Indonesian Dictionary (KBBI) states that effectiveness is the usefulness, activity, and suitability in a situation between a person who carries out a task and the goals achieved. Supriyono expressed his opinion that the meaning of effectiveness is the relationship between the output of a responsibility center and the targets that must be achieved, the greater the contribution of the output produced to the value of achieving the target, the more effective the unit can be said to be (Suginam et al., 2021). According to (Yulita, 2017) an educational figure, Soerjono Soekonto, effectiveness is the level to which human welfare is increased with the existence of a particular program, because human welfare is the goal of the development process. As for knowing the level of welfare, it can also be done by measuring several special indicators, for example: income, education, or a sense of security in socializing.

So, it can be concluded that effectiveness is an effort made to achieve the right goals and objectives by maximizing the planned output. Therefore, effectiveness is often related to something that has been achieved or the results obtained with the goals or what has been agreed in the plan or the agreed results (Tika, 2014). A program or activity can be said to be successful or successful if the resulting output has achieved the goals of the program or activity that have been planned and expected. In the context of achieving goals, effectiveness means doing the right things or doing the right job. Effectiveness refers to the success of achieving organizational goals, so effectiveness is described as a measure of whether the program is implemented well and correctly. Effectiveness is defined as the extent to which an organization realizes its goals. Organizational effectiveness is about doing everything you know to do and doing it well (Soekanto, 2016).

The effectiveness study related to this article concerns the effectiveness of digital technology in increasing interest in learning Indonesian in elementary schools in Indonesia. Psychologically, interest is heavily influenced by feelings of pleasure and displeasure that develop at each stage of a child's physical and psychological development. At a certain stage, the regulation of these feelings of pleasure and displeasure will shape interest patterns. Interest patterns emerge when something once liked becomes disliked as a result of a person's psychological and physical development. Psychologically, according to Munandar, the phases of interest development occur in stages and follow the individual's own developmental pattern. Furthermore, individual maturity also influences the development of interest, as the more psychologically and physically mature a child becomes, the stronger and more focused their interest becomes on specific objects. Initially, interest is focused on oneself and one's possessions, then it becomes centered on others, including objects in the environment (Irawati, 2018).

The above explanation demonstrates that interest can be fostered through enjoyment and in line with psychological development. In today's digital age, children's psychological development also coexists with digital technology. Children can enjoy watching cartoons on digital media, playing games, and so on. This enjoyment should be guided in the right direction, namely by learning Indonesian using digital technology. Teachers and students involved in the learning process will be encouraged to use digital technology systems if they believe they will benefit them. Learning activities and digital technological advancements are inseparable, although this can have both positive and detrimental impacts. For students to benefit from digital technological advancements, positive thinking is necessary.

This drive stems from a person's awareness of the importance of continuous learning to grow as a person and plan for the future. According to (SURYANI, 2017), utilizing digital technology to gain knowledge increases the user's belief that the technology can make a positive contribution to the user or student. Facilitating conditions can be considered one of the elements influencing how well information systems and digital technology are used in this context. Therefore, researchers concluded that elementary school students' learning interest can increase if Indonesian language teaching and learning activities utilize digital technology.

CONCLUSION

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